

TOOL	USE	AGES	STANDARDIZED	STANDARD DEVIATION	NORMED	AREAS SCREENED	NOVA/EDUCATIONAL	TIME TO ADMINISTER AND BY WHOM	ELIGIBILITY	BILINGUAL	POSITIVES	NEGATIVES	SOURCE	
BAYLEY Scales of Infant Development	The Bayley Scales of Infant Development (BSID) is intended to identify infants and young children at risk of developmental delay who should be evaluated further. Developmental abilities are grouped to include a Mental Scale, a Motor Scale, and an Infant Behavior Record.	Birth to 42 months old	Y		Y	The Screener focuses on the cognitive, language, and motor domains. The motor subtest may be useful with premature and other high-risk infants.	N	Takes approximately 25-60 minutes to administer DEPENDING ON AGE, Direct With Child.			1. Documented, sound, psychometric properties Standardized Score Accurate results for older children	1. An assessment that aligns better with goals for early childhood interventions is needed. 2. When using the measure, investigators should distinguish between verbal and nonverbal items. 3. A shortened version is in development for use in large-scale national surveys, but concern was expressed that content and construct validity may be sacrificed for reliability, predictive validity, and ease of administration.	http://www.pearsoned.com/us/childhood/products/10000123/5-bayley-scales-of-infant-and-toddler-development-third-edition-bayley-ii.html http://pactcenter.org/?pdfs/bsid/screening.pdf	
Bayley Infant Behavior Record-SCREENER	The measure is intended to supplement information obtained from the Bayley Scales of Infant Development. It assesses the child's social and emotional development through a standardized description of his or her behavior during the testing session.	1 to 42 months old				It assesses the child's social and emotional development through a standardized description of his or her behavior during the testing session. Can be used to determine whether a child is developing normally and provide for early diagnosis and intervention in cases of developmental delay, where there is significant tardiness in acquiring certain skills or performing key activities. Additionally, they can be used to qualify a child for special services and/or demonstrate the effectiveness of those services.		Administered during the BSID test, which takes approximately 45 minutes.				1. Its utility for measuring progress in the context of intervention research was questioned because wide variations in performance observed early in development may obscure later developmental changes that occur, especially across shorter periods of time.	http://pactcenter.org/?pdfs/bsid/resp_report_appc.pdf http://eric.ed.gov/?id=E186152	
VINELAND Adaptive Behavior Scales	This assessment provides critical data for the diagnosis or evaluation of a wide range of disabilities, including mental retardation, developmental delays, functional skills impairment, and speech/language impairment. Vineland has also been proven to be an accurate resource for predicting autism and Asperger syndrome, among other differential diagnoses.	Birth to 18 years			Y	Designed to assess disabled and non-disabled persons in their personal and social functioning; subtests in communication, daily living skills, socialization, and motor skills.		There are three versions of this scale and the administration time is the following: Interview Edition (297 items) 20-60 minutes; Expanded Form (577 items) 40-90 minutes; Classroom Edition (244 items) 20 minutes			1. Interpreters well for Spanish speaking families Quick to administer	1. Parent report: can be influenced 2. Requires more training 3. Inaccurate standard score delay determination 4. Not fine tuned 5. Does not qualify well	http://pactcenter.org/?pdfs/vic/resp_report_appc.pdf	
E-LAP- Early Learning Accomplishment Profile	The E-LAP is a criterion-referenced screening tool for infants and toddlers. It is considered a source of information about the young child's functioning and should be used to identify young children who need a referral for a developmental assessment through Early Intervention. Was originally used to assess developmental level of children with special needs, although now can be used with any infant and toddler (with or without disabilities).	Birth - 36 months	Y			Five principle developmental domains: motor (gross, fine), self-help (adaptive), language (communication), cognitive, and social emotional functioning.	Y	12-15 minutes to administer, Direct with child		Y	1. Bi-lingual 2. Parent informed 3. Quick to administer	1. Not comprehensive 2. Needs more clear questions 3. Results for 6+ months	http://pactcenter.org/?pdfs/elap/resp_report_appc.pdf	
CAROLINA Carolina Curriculum for Infants and Toddlers with Special Needs	Curriculum-based assessment for program development and planning. Designed for children who have mild to severe special needs. Can be used to assess the adaptive behavior of children	Birth to 5 years old	N			Language/Communication, Math, Social/emotional, Movement/physical, Adaptive and Cognitive	Y	Individual assessment logs and developmental progress charts are provided			1. Guides ECE- User friendly 2. Almost anyone can use, additional training provides more comprehensive results	1. Not standardized 2. Long-administered over many sessions 3. Not a good qualifying tool 4. Cannot be used for eligibility 5. Can be used superficially because of training	http://pactcenter.org/?pdfs/cc/resp_report_appc.pdf	
Agnes & Stages Questionnaire, Third Edition (ASQ-3)	A norm-referenced parent report screening designed to identify developmental delays during the first 5 years of life. Different forms are used for different age groups. Recommended for use in pediatric primary care settings and for developmental surveillance of high risk infants and toddlers. Results may be used to differentiate children who should be referred for developmental assessment from children who should be monitored and re-screened.	One Month- 5 1/2 Years			Y	Communication, gross motor, fine motor, problem solving, and personal social.		Each form takes 10-15 minutes to complete, Parent Report			1. Highly valid, reliable, and accurate 2. Cost-effective 3. Easy to score in just minutes 4. Researched and tested with an unparalleled sample of diverse children 5. A great way to partner with parents and make the most of their expert knowledge 6. Fun and engaging for kids		http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf http://agnesandstages.com/products-services/asq3/	
Agnes and Stages: Social Emotional (ASQ-SE)	Norm-referenced 30 item screening instrument that intended to identify infants, toddlers, and preschool-age children with social-emotional deficits. Reading level is below the 6th grade. There are different forms for specific age groups (6, 12, 18, 24, 30, 36, 48, and 60 months).	3 months - 66 months			Y	Focuses on social emotional domain only: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, interpersonal interaction.		15-20 minutes or less to complete and under 5 minutes to score, Parent Report		Y	1. Standardized 2. Quick 3. Can inform goals and skills 4. Covers all domains 5. Aligns with RMI 2	1. Cannot be used for eligibility	http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf	
Agnes and Stages: Social Emotional-2nd Edition (ASQ-SE 2)	The Agnes & Stages Questionnaire (ASQ) system is designed to be implemented in a range of settings & can easily be tailored to fit the needs of many families. Clear drawings & simple directions help parents indicate children's skills in language, personal social, fine & gross motor, & problem solving. The ASQ involves separate copy-able forms of 30 items for each age range listed to well-child visit schedule.	1-72 months				self-regulation, compliance, social communication, adaptive functioning, autonomy, affect, and interaction with people		A questionnaire takes 10-15 minutes to complete and 3-5 minutes to score. Parents/caregivers complete the questionnaires, professionals, paraprofessionals, or clinical staff score them.		Y	1. Cost-effective 2. Reproducible 3. Can be used alone or with ASQ-3	3. Can	http://agnesandstages.com/products-services/page-2/	
Brief Infant Toddler Social Emotional Assessment (BITSEA) SCREENER	The BITSEA is a brief screener of children's social or emotional behavior problems and competencies based on the Infant Toddler Social Emotional Assessment (ITSEA). As with the ITSEA, it was designed to identify children with deficits or delays in these areas, with positive screens to be followed by administration of the full ITSEA. The measure yields a Problem Total Score and a Competence Total Score. There are two versions, a Parent Form and a Childcare Provider Form.	1-5 years old				Psychosocial Functioning Subcategories of Domains Assessed: Competence and Other Measures of General and Psychosocial Functioning		Roughly 6 Minutes depending on type-Parent or Childcare Provider			English Chinese Dutch French German Hebrew Italian Russian Spanish Thai	1. The items appear clear and easy to understand. 2. The measure was developed specifically to assess infants and toddlers, and includes items that are developmentally sensitive and relevant to young children. 3. Assesses competencies as well as problem behaviors. 4. The measure appears to be a good screener in that scores are highly correlated with both the full ITSEA and the CBCL. 5. The measure is brief and can be administered in 6 minutes. 6. There is a Childcare Provider version with identical items and scales to allow for comparisons between reporters.	1. The age range of the measure 1-5 is awkward for treatment-outcome research and longitudinal studies because children need to fall in that age range at pre-, post-, and follow-up assessment periods. 2. There are no norms. 3. The measure consists of 42 items, but it yields scores on only two scales. This limits the utility of this measure. The authors suggest that positive screens on the BITSEA be followed by the ITSEA. 4. With regard to using the measure for trauma-exposed children, there is no scale that directly measures trauma symptoms, so another measure would need to be used to capture trauma symptomatology. 5. As with most Parent Report measures, items are face valid and parent may respond defensively or in biased ways. There are no validity scales associated with this measure.	http://www.nctsn.org/content/brief-of-infant-toddler-social-and-emotional-assessment-child-care-provider-form-bitesa-childc-6
Infant Toddler Social and Emotional Assessment (ITSEA) SCREENER	The ITSEA assesses for social or emotional problems and competencies in infants and toddlers and was designed to identify children with deficits or delays in these areas. It provides a comprehensive profile of problems and competencies with scores on 4 domains. There are two versions, a Parent Form and a Childcare Provider Form	1-3 years old				4 domains: 1) Externalizing, 2) Internalizing, 3) Dysregulation, 4) Competence. Each domain is comprised of a number of subscales (see sample items). The ITSEA also yields scores on three clusters that include atypical behaviors: Maladaptive, Social Relatedness, and Atypical.		25 minutes depending on type-Parent or Childcare Provider			English Chinese Dutch French German Hebrew Italian Russian Spanish Thai	1. The items appear clear and easy to understand. 2. The measure was developed specifically to assess infants and toddlers and includes items that are developmentally sensitive and relevant to young children. 3. Assesses competencies as well as problem behaviors. 4. There is a comparable parent version with identical items and scales to allow for comparisons between reporters.	1. The full psychometrics of the Childcare Provider Form have not been examined. At this point (8/05) there are only data regarding internal consistency, and there are no norms. 2. The measure is long. Studies of consumer satisfaction conducted with parents seem to suggest that approximately 39% felt the measure was somewhat too long or too long. Studies of this type have not been conducted with childcare providers, but it is likely that they will find the length burdensome. The BITSEA Childcare Provider Form is more likely to be useful in childcare settings. 3. The age range of the measure 1-3 is awkward for treatment-outcome research and longitudinal studies because children need to fall in that age range at pre-, post-, and follow-up assessment periods. 4. With regard to using the measure for trauma-exposed children, there is no scale that directly measures trauma symptoms, so another measure would need to be used to capture trauma symptomatology. 5. The pricing of the ITSEA Childcare Provider Form seems high, given the limited psychometric research on this measure.	http://www.nctsn.org/content/brief-of-infant-toddler-social-and-emotional-assessment-child-care-provider-form-bitesa-childc-6
Battelle Developmental Inventory Screening Test (BDIST)	This norm-referenced screening tool is comprised of 96 items drawn from the Battelle Developmental Inventory (BDI). There are two items for each developmental domain and age level (at 6 month intervals from birth-23 months and one year intervals thereafter). Items assess attention, self-help, interactions, fine and gross motor, memory, reasoning, and expressive and receptive language skills.	12 months - 96 months			Y	Subtests may be scored for five domains: adaptive, motor, communication, cognition, and social emotional	Y	Administration time varies with child's age (20-30 minutes for 3-5 year olds, 10-15 minutes for under 3 and over 5 years olds). Combination: Direct With Child and Parent Interview					http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf	
Battelle Developmental Inventory (BDI)	The BDI was initially developed by a team of investigators who were charged by the federal government with the task of evaluating the impact of the Handicapped Children's Early Education Program. The BDI is a comprehensive instrument that tests key developmental skills in children. Nine different forms are available to accommodate different age groups (Birth - 23 months; 24-30 months; 3 and 4 year olds; kindergarten and first graders). The re-design of the test incorporates both criterion-referenced and norm-referenced elements. The Early Preschool and Preschool Screens may be especially useful for children in Early Head Start and Head Start Programs. The Brigance is also intended to identify children who are gifted and talented.	Birth to 8 years of age				*Language/Communication *Social/Emotional *Movement/Physical *Adaptive *Cognitive	Y	Individual administration • The complete BDI contains 341 items • Takes approximately 1 to 2 hours to administer the complete BDI			1. The BDI can be administered to children with various handicapping conditions by using modifications.		http://pactcenter.org/?pdfs/bsid/resp_report_appc.pdf	
Brigance Screens, 2nd edition (Brigance-II): Infant & Toddler; Early Preschool; Preschool-II; K & 1 forms.		Birth - 90 months				Gross motor, fine motor, self-help, social-emotional, receptive and expressive language, visual-graphic motor, articulation & fluency, quantitative concepts, prewriting skills, and ability to give personal information as appropriate for child's age.		15-20 minutes to administer, Parent Report for Infant and Toddler Form; others Direct With Child		Y			http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf	

